

CALIFORNIA JOURNAL OF ELEMENTARY EDUCATION

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EDITORIAL COMMENT AND NEWS NOTES

THIS ISSUE OF THE JOURNAL

This issue of the *California Journal of Elementary Education* is devoted to the school library and is designed to offer practical guidelines to administrators whose immediate concern is in setting up and operating an elementary school library program.

The sphere of influence of the library spreads over the length and breadth of the school. As with any other department, the administrator thinks of the library's specific contribution to the educational program. Therefore, it is necessary that a school library be planned according to the needs of the school; that continuous service be assured through the employment of qualified personnel; that the library carry its full share of responsibility in helping to meet the objectives of the total educational program for children.

Choices must be made as to the kind and type of elementary school library service to be provided and plans must be made for providing the service. School administrators are therefore constantly seeking answers to the questions that follow:

What kind of library service will best support our school program?

What kind of library service can the district finance?

What is included in long-range library planning?

How and where should we start?

It is the hope of the contributors to this issue that administrators and teachers will find within its pages a working guide for practical school library planning.

At the invitation of Helen Heffernan, Chief, Bureau of Elementary Education, California State Department of Education, members of the School Library Association of California

worked co-operatively on various parts of the issue under the leadership of Mrs. Charlotte D. Davis, Co-ordinator of Library Services, Office of the Santa Barbara County Superintendent of Schools, and Mrs. Elsie D. Holland, Co-ordinator of School Library Services, Office of the Alameda County Superintendent of Schools. The decision was made to develop the issue into a practical guide, rather than a symposium, pooling the professional contributions of all members of the committee on the school library program of today.

Special contributions to the issue were made by the following educators:

Gordon V. Herrman, Alvin Avenue School, Santa Maria Elementary School District

Mrs. Louise Pierce, Assistant Superintendent, Los Angeles Public Schools

Dorothy J. Welch, Supervisor of Elementary Education, Long Beach Public Schools

The names of the members of the School Library Association of California who assisted in preparing this issue of the Journal follow:

Mrs. Agnes Bonde, Director of School Libraries, Antioch Union School District

Jessie Boyd, Director of School Libraries, Oakland Public Schools

Mildred M. Brackett, Consultant in School Library Education, California State Department of Education

Mildred Brown, Director of School Libraries, Riverside Public Schools

Mrs. Thelma C. Dahlin, Co-ordinator of Library Services, Mt. Diablo Unified School District

Mrs. Fern Davis, Director of School Libraries, Pittsburg Unified School District

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Mrs. Ida May Edwards, Assistant Co-ordinator, Instructional Materials Department, Office of the Stanislaus County Superintendent of Schools

Mrs. Grace Elam, Librarian, Santa Maria Elementary School District

Lois Fannin, Supervisor of Libraries, Long Beach Public Schools

Mrs. Mildred Frary, Supervisor, Elementary Libraries, Los Angeles Public Schools

Mrs. Alice Frederick, Director of Libraries, Orinda Union Elementary School District

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Mrs. Gertrude Stacy, Co-ordinator of School Libraries, Sunnyvale Elementary School District

Mrs. Lillian M. Watkins, Supervisor of Library Services, Pasadena Public Schools

Elizabeth O. Williams, Head Supervisor, Library, Los Angeles Public Schools

Edna Ziebold, Director of Library Service, Office of the San Diego County Superintendent of Schools

ELEMENTARY EDUCATION ACTIVITIES RELATED TO THE NATIONAL DEFENSE EDUCATION ACT

Workshops on Strengthening Elementary School Science and Teaching Modern Foreign Languages in the Elementary Schools, followed by a Leadership Conference on Elementary School National Defense Education Act Projects Under Title III, were conducted during the summer of 1960 by the Bureau of Elementary Education, California State Department of Education, under provisions of the National Defense Education Act.

WORKSHOPS IN STRENGTHENING ELEMENTARY SCHOOL SCIENCE

Teachers, supervisors, and administrators numbering 150 from all parts of California participated in the three workshops on strengthening elementary school science. Workshops were held at the University Elementary School, University of California, Los Angeles, from June 27 to July 8; at California State Polytechnic College, San Luis Obispo, July 11 to July 22; and at Humboldt State College, Arcata, July 25 to August 5.

During the two-week sessions presentations and study were conducted on the following topics:

The Framework for Science in California Elementary Schools
Concept Development: A Conceptual Framework for Improving Science Instruction

Identification and Clarification of Concepts

Concept Building: A Developmental, Spiraling Process

Interpreting the Work of Man and Nature in Terms of
Concepts about Biological Science and Physical Science

Beginning with Children Here and Now: Criteria for Looking at a Teaching-Learning Situation

Implications for Developing Science Concepts Through
Analysis of Social Studies Activities

Developing Science Concepts Through the Grades: A Long-range Look at Concept Development

Developing Science Concepts Through Diverse Kinds of Learning Activities

Problem Solving: A Scientific Technique for Strengthening Science

About half of the workshop time was devoted to individual and group projects concerned with the science program in elementary school districts and classrooms. Leaders and participants worked together on topics such as Evaluative Techniques for Analysis of the Effectiveness of Current Programs; Applying Criteria to Current Programs; Proposals for Improving Instruction; Criteria for the Selection of Equipment, Materials, Resources and Facilities; Organization and Status of the Science Program; and Developing a Plan for Next Steps in Programming Science Instruction.

Displays of children's books and textbooks, a circulating library of curriculum materials, professional books, and periodicals, equipment and packaged science material, and selected films and filmstrips provided rich resources for study of the improvement of the science program in the elementary school.

Evaluation of the workshops included an analysis of preplanning questionnaires, a reaction check sheet distributed at the end of the first week, and the use of an assessment questionnaire at the conclusion of each workshop. An analysis of tapes from study group discussions will be made to note evidence of new knowledge acquired, of the extent of participation, and of satisfactions and dissatisfactions. Participants will receive an additional questionnaire during the school year.

Mrs. Ester Nelson, Consultant in Elementary Education, and Robert W. Reynolds, Consultant, National Defense Education Act Administration, Bureau of Elementary Education, State Department of Education, were directors of workshop planning and activities. Helen Heffernan, Chief, Bureau of Elementary Education, and J. Graham Sullivan, Chief, Bureau of National Defense Education Act Administration, supervised the program.

A notable staff was assembled for the Science workshop. Among the members were Lola Eriksen, Biology Instructor, Mountain View High School, Mountain View, California; Katherine Hill, Associate Professor of Education, New York University; James L. Hills, Assistant Professor of Education, San Francisco State College; and John Navarra, Chairman, Department of Science, Jersey City State College.

Lola Eriksen, a winner of the gold medal award in the National Science Teacher Association's Science Teacher Achievement Recognition program, is a former instructor in science education at San Jose State College. Katherine Hill is the author of science textbooks and has been consultant in elementary science to teachers in five eastern states. James L. Hills, has been an instructor in elementary school science for the San Francisco State College Extension Division and has served as consultant for science and curriculum development in many of the schools in northern California. John Navarra, has been editor of the *Classroom Science Bulletin* published by the Science Department of Jersey City State College and is Assistant Editor for the *American Biology Teacher*, official publication of the National Association of Biology Teachers.

The workshops gave attention to special interests or needs of personnel from districts now carrying on National Defense Education Act projects in these fields. Assistance was also available to persons from districts which plan to submit N.D.E.A. projects for approval in the future.

Activities included opportunities to observe demonstration classes, review kinescopes and recordings, examine materials of instruction, participate in discussions, confer with staff members on specific problems of instruction, and attend a series of lectures by staff members and others.

No tuition or fees were charged. Financial subsidy for room, board, and transportation was provided by certain school districts under the provisions of the 1959 Education Code Section 13002. Activities were scheduled for approximately four hours daily. Although the regulations of N.D.E.A. did not allow college credit to be granted, districts were encouraged to au-

thorize credit for salary increment to persons who participated in the program.

WORKSHOPS IN TEACHING MODERN FOREIGN LANGUAGES

Approximately 150 persons were enrolled in the workshops on teaching modern foreign languages in the elementary schools. Four-fifths of this number were teachers. Each workshop included both experienced and inexperienced teachers—able linguists as well as those who found saying, "Buenos dias" a tongue-twisting task. All grade levels from kindergarten through the high school were represented. Teachers planning or conducting programs in Spanish, French, German, and Russian were included in the workshop participants.

The workshops were held at San Francisco State College, Downtown Center, 540 Powell Street, June 27 to July 8; at Thomas O. Larkin Elementary School, Monterey, July 11 to July 22 with the co-operation of the Monterey public schools and the office of the county superintendent of schools, Monterey County; and at University Elementary School, University of California, Los Angeles, July 25 to August 5.

Opportunities to observe demonstration lessons in the teaching of Spanish were given major emphasis. At the workshop held at the Downtown Center of San Francisco State College a group of girls and boys who will enter seventh grade in the fall attended the demonstration class. At the Monterey workshop the group was composed of pupils from grades four, five, and six. The regular summer program of the University Elementary School at the University of California, Los Angeles, provided opportunities to observe instruction in Spanish in grades one, three, and four. In addition, the group observed language activities related to a study of Bread in grade two, to a study of the Gold Rush in grade five, and to a study of Aviation in grade six.

A special library of books, pamphlets, recordings, filmstrips, and motion pictures provided a variety of material for examination and for study. Optional activities scheduled before and

after the regular hours for the conference included opportunities to discuss special problems with members of the staff, to view audio-visual materials, and to become acquainted with the music and the folk dances of Spain and Mexico, as well as other countries in Latin America.

An experienced staff was assembled for the workshops consisting of Ernest F. Garcia, Co-ordinator of Spanish, Rialto Elementary School District; J. Clark Jenkins, a teacher of Spanish in the Dallas (Texas) Independent School District; Helen Kwapil, Assistant to the Director of Foreign Languages, Seattle Public Schools; and Mrs. Elizabeth Engle Thompson, Director of Curriculum In-service Training, Great Neck Public Schools, New York.

Ernest Garcia has done demonstration teaching in the general program of the elementary school at Mission School, San Bernardino County, and at the Summer Demonstration School, University of Redlands. J. Clark Jenkins, has taught at both the elementary and secondary levels in the United States and has done college teaching in both Monterrey, Mexico, and Mexico City. Helen Kwapil is co-author of *Children of the Americas—Spanish Series* and has had extensive experience with the use of television to teach foreign language. Elizabeth Thompson made a study in 1957 of the status of foreign language teaching in the United States.

Mrs. Afton Dill Nance, Consultant in Elementary Education, California State Department of Education, served as director of the foreign language workshops. Helen Heffernan, Chief, Bureau of Elementary Education, and J. Graham Sullivan, Chief, Bureau of N.D.E.A., supervised the program.

The activities of each workshop were culminated by a summary presented by members of the group acting as a panel. Those presented at the Los Angeles workshop are listed in the sections which follow:

1. The program in foreign language must be based on and be in harmony with the facts of child growth and development and the educational purposes of the school and the community.

2. Different types of programs will develop in accordance with the needs, purposes, and resources of the different communities.

3. The goals of the foreign language program should be realistic and should be thoroughly reported to the community.

4. Answers to many problems of instruction are still unknown. Well thought-out pilot programs and plans for evaluation should be established.

5. Plans should be made to provide for continuity and articulation throughout all levels of instruction.

6. Instruction in foreign language can enrich and reinforce many aspects of the curriculum and should become an integral part of appropriate units in the social studies.

7. Since the ideal situation for teaching foreign language is one in which instruction is given by a fluent speaker of the language who is also well versed in methods and in child growth and development, carefully planned in-service programs should be established.

8. Many materials are now available to teach foreign languages and criteria for their selection should be established. Materials of instruction selected for use should further the purposes of the program.

9. The method of instruction should be consistent with the research in language development and should utilize the audio-lingual method. The sequence for learning is listening, speaking, reading, writing, and the structure of the language.

10. All resources of the school and the community should be carefully surveyed and utilized for the improvement of the foreign language program.

11. New means of instruction should be explored and utilized. Careful plans for evaluating the effectiveness of the instruction are essential.

12. All in attendance at this workshop have responsibility to stimulate, to interpret, and to influence positive action for the improvement of instruction in foreign languages.

LEADERSHIP CONFERENCE ON ELEMENTARY SCHOOL NATIONAL
DEFENSE EDUCATION ACT PROJECTS UNDER TITLE III

A one-week Leadership Conference on Elementary School National Defense Education Act Projects Under Title III was held at the Arrowhead Conference Center, University of California, on August 14 to 19. Approximately 100 school administrators, directors of curriculum, and instructional consultants attended.

The Conference was directed by Helen Heffernan, Chief, Bureau of Elementary Education, California State Department of Education, with the following staff drawn from the State Department of Education and cities and counties of California.

Science Staff

Byron Burgess, Assistant Superintendent, Manhattan Beach City Elementary School District

Arthur L. Costa, Consultant in Elementary Education, Science, Office of the County Superintendent of Schools, Los Angeles County

Charles A. Koepke, III, Consultant in Science, Office of the County Superintendent of Schools, Stanislaus County

Mrs. Ester Nelson, Consultant in Elementary Education, California State Department of Education

Mathematics Staff

Lovelle Downing, Director of Curriculum, Modesto City Elementary School District

Robert Reynolds, Consultant in National Defense Education Act Administration, Bureau of Elementary Education, California State Department of Education

Foreign Languages Staff

Mrs. Afton D. Nance, Consultant in Elementary Education, California State Department of Education

Gerald Newmark, Special Consultant in Foreign Language Education, National Defense Education Act Administration

*State Department of Education Staff
on General Conference Problems*

Thomas Shellhammer, Consultant in Education Research

Donald Johnson, Consultant in National Defense Education
Act Administration (Elementary)

Stephen Moseley, Consultant in National Defense Education
Act Administration (Secondary)

Frank Largent, Consultant in National Defense Education Act
Administration

Donald Varner, Consultant in National Defense Education
Act Administration

Albert Piltz, Consultant in Science Education, National Defense Education Act, Office of Education, Washington, D.C., was present throughout the conference as a consultant to the various group meetings concerned with problems of science education. Dr. Piltz addressed the Conference August 16 on the subject "Trends in Science Education."

Ole Sand, Head of the Department of Education, Wayne State University, Detroit, Michigan, addressed the general conference first on "How Can We Evaluate the Outcomes" and later on the subject "Evaluation as a Basis of Curriculum Revision." Dr. Sand's work with the Leadership Conference represented an interlude between his work at Wayne State University and a new assignment with the National Education Association on a comprehensive inventory of space-age changes in the nation's schools, a two-year project designed to test the adequacy of the American school program and to make recommendations for further developments.

In discussing the project at the National Education Association meeting in Los Angeles last June, William G. Carr, Executive Secretary, said:

The first step will be to probe recent and current changes in school programs and the rationale behind these changes. Eventually we hope to define and state the views of the organized profession concerning the instructional program of the public elementary

and secondary schools. The decision to undertake this major study of our schools is based upon the conviction that these times call for major decisions. The present period of rapid change is one of the most critical periods in the history of man. It has produced great uncertainty as to the proper course to pursue in many phases of American life including education.

The conference was devoted to problems of administration of the National Defense Education program, to the relation of N.D.E.A. projects to a balanced elementary education program, to resources available for upgrading instruction in science, mathematics, and foreign languages, to programs of in-service education, to evaluation of outcomes, and to related action research. All conference staff members were available throughout the conference for consultation on local problems.

At the last general session of the conference an open forum discussion was directed toward discovering the main ideas and recommendations growing out of the conference. The following 15 suggestions and recommendations were made by members of the conference:

1. Consult the following materials:
 - a. "Basic Principles of Elementary Education." Mimeographed material developed by Helen Heffernan.
 - b. *Together We Build, Co-operative Planning Can Produce Better Schools for Better Learning*. A series of four articles from the *N.E.A. Journal*, February-May, 1955.
2. Develop a state framework for science learnings to serve as a model for counties and districts which do not have courses of study or guides and do not have resources to develop them.
3. Provide sufficient staff at the state level to implement the programs in science, mathematics, and modern foreign languages. Consultants might be assigned to work with a county or a district at intervals throughout the school year.

4. Define the continuing threads that can serve to articulate all levels of instruction K-6 or K-8, with Grades 9-12 or 14 in terms of opportunities for progression in educational experiences. Special attention should be given to the definition of a program for young adolescents.
5. Set up plans for improved communication on N.D.E.A. projects.
6. Explore possibilities for locating centers for the dissemination of educational research (for example, school systems and colleges).
7. Recommend more leadership conferences of the Arrowhead type and include content specialists in fields related to the development of quality programs in science, mathematics, and foreign language, such as anthropology or Spanish, and specialists in child growth and development.
8. Conduct curriculum planning conferences for administrators and curriculum personnel representing all levels and areas of the curriculum.
9. Recommend to the Congress that Public Law 864 be amended to include other areas of instruction such as social studies and language arts.
10. Recommend to the Congress that Title V on guidance be amended to include service to elementary schools.
11. Provide a team to assist local districts to work on evaluation projects in science, mathematics, and modern foreign languages.
12. Maintain a balanced curriculum and encourage curriculum development in all areas based on the principles of child growth and development and what is known about the learning process. For example, instruction in science should be closely related to an emphasis on social responsibility so that children will learn to appreciate and use science in its proper perspective. Science has been sorely

neglected in the past, but the pendulum should not be allowed to swing so far that it distorts the value system and retards hard won advances in curriculum organization.

Projects under N.D.E.A. should not be allowed to fragmentize the curriculum into unrelated subject matter fields. The proper place in the total curriculum for instruction in science, mathematics, and foreign language can be found by emphasizing their relationships to human progress and welfare.

13. Recommend research and experiences on the integration of in-school and out-of-school activities with emphasis on pupil-parent-teacher conferences in which all become more aware of opportunities for significant learning in all life activities.
14. Recommend that institutes to provide intensive training for teachers of science, mathematics, and foreign languages be established in California under the provision of N.D.E.A. which allow stipends and living allowances for those who attend.
15. Establish a national institute for education in the nation's capital.

GUIDANCE CONFERENCE AT UNIVERSITY OF REDLANDS

Arthur T. Jersild, psychologist, Columbia University, will be the main speaker at the Thirteenth Annual Guidance Conference of the School of Education, University of Redlands, December 3, 1960. Theme of the conference will be "Teaching and Mental Health." Other speakers will be Thomas A. Shellhammer, California State Department of Education, and Frederick Mayer, University of Redlands. Registration is \$3.00. Information and registration forms are available after October 15 from R. E. Eaton, Conference Director.

COVER PHOTOGRAPHS

Photographs for the front and back covers of this issue of the *California Journal of Elementary Education* have been furnished by the Los Angeles City School Districts. The front cover shows a group of school children in the Baldwin Hills Elementary School Library conferring with the school librarian. On the back cover (top photo) kindergarten children are seen enjoying books in the Sherman Oaks Elementary School Library. Special shelves at the Lowman School for handicapped children (lower picture) make it easy for pupils to use the school library.

RECENT PUBLICATIONS OF THE CALIFORNIA STATE
DEPARTMENT OF EDUCATION

Looking Ahead in Science: A Report of the Production Seminar and Conference on the Improvement of Science Education in the Elementary School, October 5-10, 1959. Prepared by the Bureau of Elementary Education and the Bureau of National Defense Education Act Administration. Sacramento: California State Department of Education, 1960. Pp. viii + 86.

This report consists of preliminary matter explaining the role of the National Defense Education Act in the improvement of science education, presentations from the production seminar, presentations by the reaction panel, and an appendix. The various parts of this report deal with purposes of science in the elementary school, science experiences in kindergarten through grade eight, equipment and materials for elementary school science, audio-visual materials, preservice and inservice education for professional personnel, and other pertinent topics. The appendix includes a detailed list of science equipment and materials and their sources, names of film and filmstrip producers of science materials, and a selected bibliography of use to elementary teachers of science.

The two-color, 8½ x 11 publication is liberally illustrated with photographs of science activities in California schools.

Copies have been distributed to city, county, and district superintendents of schools and to principals of elementary, junior high, and

junior-senior high schools. The price is 50 cents per copy plus sales tax on California orders.

Mathematics and Industrial Arts Education: Guide for the Improvement of Instruction in Mathematics Courses Relating to Industrial Arts and the Practical Application of Mathematics in Each Area of Industrial Arts in Grades Seven Through Twelve. Project Conducted Under National Defense Education Act of 1958, Public Law 864 of the 85th Congress. Robert L. Woodward, Project Co-ordinator, Consultant, Industrial Arts Education, California State Department of Education. Sacramento 14: California State Department of Education, 1960. Pp. x + 102.

This publication, designed to assist mathematics and industrial arts teachers in the improvement of their instructional programs, presents material developed by the state-wide Mathematics-Industrial Arts Project Committee at a workshop held in August, 1959, at California State Polytechnic College, San Luis Obispo.

Sections contain directions for use of both elementary and advanced mathematics in seven selected areas of industrial arts—auto mechanics, drafting, electronics, graphic arts, handicrafts, metalwork, and woodwork. Selected references appear at the end of each section. The 8½x11 publication is illustrated with line drawings.

Copies have been distributed to all superintendents of schools and supervisors of industrial arts; to principals of junior high schools, senior high schools, and four-year high schools in quantities sufficient to provide one copy for each industrial arts teacher and approximately one copy for each two teachers of mathematics; and to principals of elementary schools with seventh and eighth grades in Contra Costa, Kern, Monterey, Orange, Tulare, and Los Angeles counties. Copies for other elementary schools with industrial arts programs in grades seven and eight will be furnished upon request from superintendents of schools. The price is \$1.00 per copy plus sales tax on California orders.

Laws and Regulations Relating to Education and Health Services for Exceptional Children in California, 1960 Edition. Sacramento: California State Department of Education, 1960. Pp. vi + 106.

This publication, prepared by Conrad F. Wedberg, Consultant in Speech Correction, Bureau of Special Education, contains the laws relating to education and health services for exceptional children in California and includes additions, amendments, and other changes in such laws resulting from action of the 1959 regular session of the California Legislature.

Part I contains laws and regulations pertaining to the education of physically handicapped minors; Part II laws pertaining to the education of mentally retarded minors; Part III provisions of the Education Code relating to state school building aid for exceptional pupils; Part IV regulations for the credentialing of personnel engaged in discovering and teaching physically handicapped and mentally retarded minors. Part V contains laws pertaining to the state residential schools; Part VI laws concerning examination of children showing evidences of impaired mental health; and Part VII contains laws pertaining to health services for physically handicapped minors.

Copies have been distributed to county, city, and district superintendents of schools.

Manual for the Study of School District Organization by County Committees, Revised 1960. Bulletin of the California State Department of Education, Vol. XXIX, No. 2, February, 1960. Pp. vi + 82.

This is the fourth revision of the *Manual for the Study of School District Organization by County Committees* and includes changes in laws regarding school district organization by the 1959 Regular Session of the Legislature. The manual was published first in 1947 and first revised in 1950.

The present edition contains State Board of Education policies regarding school district organization, standards for school district organization, and types of school districts operating in California. Other sections deal with responsibilities of county committees on school district organization, master plan for school district organization, procedures of county committee study, steps in the formation of a unified school district, and agencies involved in the school district organization.

Copies have been distributed to city, county, and district superintendents of schools. Enough copies have been sent to County Superintendents of Schools to enable them to deliver one copy to each mem-

ber of the County Committee on School District Organization in their counties.

William H. Allen. *Television for California Schools: A Report of a Study Made for the California State Department of Education.* Bulletin of the California State Department of Education, Vol. XXIX, No. 4, April, 1960. Pp. viii + 48.

This report was prepared at the direction of the California State Department of Education by William H. Allen, Special Consultant in Educational Television, Bureau of Audio-visual and School Library Education. The report is devoted primarily to the use of television for instructional purposes. Pertinent research in the use of television for instructional purposes is summarized. Recommendations for use in formulating policies to guide the future development of educational television in California are presented.

Copies have been distributed to county, city, and district superintendents of schools, and to school personnel with special audio-visual education interests.

Kindergarten Education in California: A Report of a Study. Prepared by Mrs. Lorene E. Marshall, Consultant in Elementary Education, Bureau of Elementary Education. Bulletin of the California State Department of Education, Vol. XXIX, No. 5, April, 1960. Pp. viii + 72.

This is a report of a study of kindergarten education throughout California, conducted in 1957 by the Bureau of Elementary Education of the State Department of Education in co-operation with the California Association for Childhood Education. The study was undertaken to clarify certain issues which confront educators in their planning for the welfare of kindergarten children, and to help teachers, consultants, and administrators to evaluate present practices and to develop policies and procedures for the improvement of the kindergarten program in California. The bulletin contains lists of equipment and materials for kindergarten and the primary grades, criteria for evaluating a school for young children, and selected references.

Copies have been distributed to county, city, and district superintendents of schools and to principals of all elementary schools. The price is 25 cents per copy plus sales tax on California orders.

WHY AN ELEMENTARY SCHOOL LIBRARY

The elementary school library is one of the main places in our schools today where we provide opportunity for a child to meet the world of books. Here, in an environment conducive to individual exploration, a child may satisfy his need for information or recreation through the use of books. In the school library a large collection is brought together to meet the individual tastes, moods, and abilities of children. Books are selected to meet the changing interests of children and their need for factual knowledge as they grow and mature through the elementary school years. The elementary school library brings vitality and enrichment through books to the experiences provided by the school curriculum.

REINFORCING THE CURRICULUM

The library makes a contribution to the experiences the curriculum provides. The interest and skill of the pupil in reading, his knowledge of the social studies, science, art, and music will be particularly furthered by use of a school library.

Social Studies. The elementary school library is the research center for problem solving in social studies. In the library, children find many books on the central themes of the social studies units they are exploring. For the kindergarten child, research begins in the library when he asks for a picture of his favorite animal and continues for the sixth grade pupil when he uses the *World Almanac* to find statistical data.

The library brings together the best books on a subject in a classified collection to be utilized in a search for meaning and understanding of people and their environment. Social studies are enriched by the school library when books are available that give added imaginative experience. Thus, South American peo-

ple come to life for children when they read Ann Nolan Clark's book, *Secret of the Andes*.¹ Fifth grade pupils may live vicariously during the French and Indian war with Walter Edmond's book *Matchlock Gun*.²

Science. The current emphasis that permeates the world concerning science is reflected in the school library by numerous books about practically every area of scientific exploration. These books represent a wide range of reading levels. The very simple *All Around You*³ by Jeanne Bendick may arouse in the first grade child an interest in his physical world. The future scientist in electronics may be challenged by *Understanding Electronics*⁴ by John B. Lewellen. Greater understanding of the contributions to scientific achievement by men and women of yesterday and today is made possible through biographical literature.

Art and Music. The elementary school library contains books for children with a special interest in art or music. Music books may be stories of operas, biographies of musicians, or combinations of the fine arts, such as music and ballet. The *Nutcracker*⁵ by Warren Chappell develops aesthetic appreciation in its blending of the ballet and musical themes with story and illustration. Art books may be reference sources for technique for building appreciation, or to encourage skill in handicrafts. Because they represent the highest of the illustrator's and bookmaker's art every elementary school library should contain the Caldecott Award books. These bring to children the best in children's books to heighten their appreciation of the contribution art makes to literature.

Reading. In the elementary school library most children realize the greatest reward for their skill in reading. The library provides the child the very satisfying experience of selecting a book from among many books because it is the particular

¹ Ann Nolan Clark, *Secret of the Andes*. New York: The Viking Press, 1952.

² Walter Edmonds, *Matchlock Gun*. New York: Dodd, Mead & Co., 1947.

³ Jeanne Bendick, *All Around You*. New York: McGraw-Hill Book Co., 1951.

⁴ John B. Lewellen, *Understanding Electronics*. New York: Thomas Y. Crowell Co., 1957.

⁵ Warren Chappell, *Nutcracker*. New York: Alfred A. Knopf, Inc., 1958.

one the child wishes to read. The beginning reader, at whatever grade he may be, will enjoy *Cat in the Hat*⁶ by Dr. Seuss. The more discerning reader in upper elementary grades will find quiet satisfaction in *And Now Miguel*⁷ by Joseph Krumbold. Reading is fun for children when they become acquainted with *Rufus M.*⁸ by Eleanor Estes, or chuckle over the antics of *Mr. Popper's Penguins*⁹ by Richard Atwater. The elementary school library can bring to the school and to children truly creative books, thus providing all forms of literary expression to meet the varying interests and abilities of children.

TEACHING LIBRARY SKILLS

Children need to learn how to use such library tools as card catalogues, encyclopedias, atlases, almanacs, and how to select books for their own use. These techniques are valuable in helping children to gain independence in use of libraries, to become resourceful in searching for information, and to understand the logical arrangement of knowledge.

The skills in using the library that children in Grade One through Grade Six may employ are set forth in the chart "Specific Skills and Knowledges Introduced at Each Grade Level and Practiced at Succeeding Grades," developed by the Long Beach Unified School District.

SUPPORTING METHODS OF TEACHING

In every school, the broad curriculum and new methods of teaching are making increasing demands for library services. Children must learn to be proficient not only in the basic skills of reading but must also be able to put these skills into practice in many different situations. One way of teaching reading frequently employed is known as individualized reading or self-selection in reading. To be effective, individualized reading in-

⁶ Theodore Geisel (Dr. Seuss), *Cat in the Hat*. Boston: Houghton Mifflin Co., 1957.

⁷ Joseph Krumbold, *And Now Miguel*. New York: Thomas Y. Crowell Co., 1953.

⁸ Eleanor Estes, *Rufus M.* New York: Harcourt Brace & Co., n.d.

⁹ Richard Atwater, *Mr. Popper's Penguins*. Boston: Little, Brown & Co., 1938.

**SPECIFIC SKILLS AND KNOWLEDGES INTRODUCED AT EACH GRADE
LEVEL AND PRACTICED IN SUCCEEDING GRADES ¹⁰**

						Grade Six Using the unabridged dictionary Using yearbooks Making a simple bibliography Recognizing style in writing Recognizing characterization
					Grade Five Taking notes Using the Encyclopedia Using the atlas Using the <i>Junior Book of Authors</i> Using the <i>Geographical Dictionary</i> Using the card catalogue Recognizing literary forms and format	
				Grade Four Recognizing the title page Recognizing the copyright date Using the index Understanding the Dewey Decimal Classification system Reading for information Recognizing plot and theme		
			Grade Three Locating fiction and nonfiction Recognizing author and title Using table of contents Recognizing subject areas in books			
		Grade Two Selecting suitable books Recognizing titles Reading Checking out books				
	Grade One Using and enjoying picture books Locating books Caring for books					

¹⁰ Long Beach Unified School District.

volves skillful teachers, perceptive librarians, and access on the part of the children to a generous supply of books. In discussing new individualized methods in teaching reading one California elementary school supervisor expressed herself as follows:

Elementary school librarians and classroom teachers have been trying for years to make books and reading exciting, vital, and delightful for girls and boys. This has often seemed an uphill job. Even the children who have learned to read easily may not always enjoy reading. Those who have difficulty may consider reading an unpleasant assignment and the school library a place to be avoided.

What have we done to children to make reading of good books and good literature only a second or third choice of activities? What can we do to improve the situation? How can we change reading into a thoroughly enjoyable experience which boys and girls will seek voluntarily?

In searching for answers to these questions many teachers are finding that through individualized reading they are able to instill in children a love of books at the same time that they teach reading skills. As teachers learn to work effectively with each child they find that school librarians are of great assistance in meeting their needs with appropriate materials. Children like to tell each other of their delights and their discoveries, just as adults do. Reading becomes an exciting adventure for more and more children as the individualized reading program develops.

Teachers and librarians have continuous opportunity to help children see the world of knowledge and adventure open to them in books. By eliminating such an artificial restriction as reading only as fast as the slowest reader in the group, teachers are providing children with the opportunity to seek what they need from reading. They are helping them grow more independent in assessing their interests and in choosing their reading diet. Children progress as individuals rather than as groups. As they gain confidence in their ability to choose the right book, they realize more fully the wealth of reading materials available to them. Children in individualized reading programs demand a greater quantity of library resources and a wider variety of reading materials.¹¹

¹¹ Dorothy V. Welch, Supervisor of Elementary Education, Long Beach Unified School District.

WHO STARTS THE BALL ROLLING?

The responsibility for the organization and administration of elementary school library services rests with the superintendent of schools, for he is the one to whom the governing board of the district delegates authority to provide these services for the district.

In discussing the school library a California superintendent of schools made the following statement regarding the superintendent's responsibility for library services:

No matter how enthusiastic the teacher, or how creative the principal, only the vision of the superintendent supported by action of the governing board will determine the school library program. The superintendent and the board can make it possible for a room to be constructed in each new school or remodeled in an old school to house a library. Only the superintendent can approve the necessary budget appropriations to provide for equipping and staffing this room. Only he can give the centralized school library program his blessing.

In this era of budget-conscious citizens it is often necessary to justify the expense of a library. No testing devices are available to prove statistically that children in a school having a library read better and more than do children in a school without a library. School people are convinced that children in a library-equipped school do read more and better, but can it be proved objectively by test results? It is an intangible quality that cannot be measured by "how much" and "how soon." And so the superintendent with the courage of his convictions and an estimate of what the traffic will bear forges ahead so that children may have what he believes is good for them. To the superintendent in small towns and in big cities who have led the way in developing more and better centralized school libraries congratulations are due for their foresight, long-range planning, and leadership.

Children who are learning to read need books to begin on. Children who are proficient in reading need books to broaden their

interests and to answer their questions. Books can meet the interests and abilities of children. They can satisfy deep spiritual needs and increase perception of the realities of the world in which the child lives.¹

The elementary school library reflects in great degree the philosophy and skill of the administrator because it epitomizes the administrator's philosophy, reveals the objectives the school is striving to achieve, the plan devised for library service, and the operation of the plan to bring the library effectively to the service of children and teachers.

To compress basic consideration into the briefest guidelines possible these items have been outlined in the materials that follow.

OBJECTIVES

The school is striving to do the following:

To develop positive attitudes toward books and reading from kindergarten through all the grades

To help children become skillful and discriminating users of printed and visual materials

To provide library materials and services appropriate and meaningful for children of different maturity levels

To stimulate and guide children in all phases of their reading toward increased enjoyment, satisfaction, and growth in critical judgment and appreciation

To help teachers correlate library materials and services with the needs of the curriculum

SELECTING A PLAN

With the co-operation of teachers and available specialists, the superintendent of schools accomplishes the following:

Surveys the needs of the district in relation to whatever service exists

¹ Mrs. Louise B. Pierce, Assistant Superintendent, Valley West Elementary District, Los Angeles Public Schools.

Examines the basic items of criteria for good elementary school libraries and library service, such as are given in the following publications:

American Library Association. *Standards for School Library Programs*. Chicago: American Library Association, 1960.

California Elementary School Administrators Association. *Instructional Supplies and Equipment for the Library of the Good Elementary School*. (Monograph 8.) San Francisco: The Association, 1957. (Present address—1705 Murchison Drive, Burlingame.)

School Library Association of California. *Recommended Standards—Elementary School Libraries*. Reprint, *Bulletin of the School Library Association of California*, March, 1955.

Brings the Consultant in School Library Education, in the State Department of Education, or the library co-ordinator of the county superintendent of schools' office into the planning to consider the type of service needed

Determines the plan which the district is best able to support financially on a long-range basis but recognizes that the type of library service may change as the enrollment grows and financial conditions of the district improve

Surveys existing types of elementary school library service in other school districts and discovers alternative plans such as Plans A, B, and C that follow

PLAN A

In Plan A the following considerations are met:

1. A library is provided in each elementary building of the district which provides for library experiences at all grade levels, instruction in research techniques, use of the card catalogue and reference materials and both class and individual use of library resources.
2. The building librarian selected is a person specially qualified by training to work with children and teachers.
3. The library program presupposes provision for centralized cataloguing at the district level with skilled personnel for technical processing of all library materials.

School systems that follow Plan A are Antioch Public Schools, Long Beach Public Schools, Los Angeles Public Schools, Oakland Public Schools, Pittsburg Public Schools.

PLAN B

Under Plan B the following conditions prevail:

1. A central library is provided in the administration building of the school district from which all teachers are provided books for classroom use.
2. No direct library experience is provided in elementary school buildings.

School systems that follow Plan B are Bellflower Unified School District, Pasadena Public Schools, San Diego Public Schools, San Francisco Public Schools.

PLAN C

Plan C provisions are as follows:

1. Library books and service are provided on a contract basis with the following:

- a. County Superintendent of Schools

Similar service to Plan B but on a county-wide basis is made possible by county school service fund legislation. Amount of the contract (minimum) is set by the Education Code. This is the most economical plan for districts of any size because of the following considerations:

Each district has the use of the total number of books.

The district has fewer problems of space, care, or service.

The counsel and competencies of the library coordinator can be drawn upon.

A close relationship is insured between teachers and consultants in the selection of books which relate to the curriculum.

b. County Free Public Library

School districts may contract with the public library when the service is not offered by the county superintendent of schools.

The public library provides books for classroom use from a school department of the public library. Some school districts contracting with the county free public library for services are those in Humboldt, Imperial, Kern, and Ventura counties.

Approximately 35 county superintendents of schools are providing library services to the districts within their counties. Quality of service, rather than size of the county, is one of the determining factors, for these counties range from the very large to the very small. Some of the counties offering library services on a contractual basis are Alameda, Los Angeles, San Diego, San Mateo, Santa Barbara, and Shasta. Placer, Alpine, Nevada, and Sierra counties contract jointly for library service.

Combinations of these plans for library service offer promising possibilities. In a variation of Plan C, the district provides the quarters and the staffing for a library in each school as described in Plan A, but the procedure in providing materials follows Plan C. Such combination plans are in operation, and a trend in this direction seems to be growing. This may be a good solution for districts where a library is desired for each school, but the materials cost plus the staffing cost is more than can be financed. Materials can be purchased, catalogued, and processed at less cost when many copies can be handled at one time.

MAKING THE PLAN WORK

Whichever plan of library service is selected, the district must provide or contract for (1) a suitable location and appropriate housing; (2) adequate facilities; (3) sufficient materials; and (4) qualified personnel. In making these provisions full consideration must be given to a long-range plan which provides for library growth to parallel growth in enrollment.

Experience has shown that elementary school library service is most successful when the principal of the school provides the leadership required to accomplish the following:

- Build the concept of library service rather than that of a library collection

- Secure total staff understanding and use of the library

- Integrate the library service with the total program of the school

- Provide specialized personnel to render professional library service, but include children, teachers, and parents in its processes

- Encourage small group and individual use of the library; schedule weekly class use of the library

- Make known the accessibility of materials and the potential uses of the materials

- Have professional library service for teachers a part of the total library service

- Secure an adequate budget for library service which is one of essential parts of the school program

- Interest teachers in participating in the selection of materials

- Interpret the library program to the public

- Further the functions of the library especially its function to create in children a desire to read and to love and to respect books

RELATING VOLUNTEER SERVICES TO THE EDUCATIONAL PROGRAM

Many groups, as well as individuals, are vitally concerned with various phases of education. Their interest is expressed in many ways, particularly by their concern for the school library.

Parent groups can best give support to the establishment of the school library program by making their desire for library service known to the school board, by supporting the necessary

budget request, and by urging the provision of certificated personnel, adequate quarters, and carefully selected books. The National Congress of Parents and Teachers board of managers adopted the following statement in May, 1958, recognizing the value of school libraries and defining the co-operative role of the parent-teacher association in relation to the school library:

The National Congress of Parents and Teachers believes that the total education of every child (from kindergarten through twelfth grade), regardless of age or maturity, should include the experience that can be provided only by an adequate central school library under the guidance of a professionally trained librarian.

The National Congress recognizes that smaller schools may necessarily be limited to classroom collections and to the services of the teacher-librarian or, in extremely small schools, to classroom collections under the direction of the regular teacher.

The National Congress recognizes that primarily responsibility for this service rests with the school board. However, the National Congress suggests that in a school where this vital service cannot possibly be provided because of inadequate school revenue or an absence of policy, the parent-teacher association may help establish a school library as an educational demonstration. The local unit should first secure the approval of the project from the board of education through the superintendent of schools. It should consult with and request counsel from the state school library consultant, the state department of education, the state library agency, or such professional librarians as may be available. Funds may be provided by the parent-teacher association for the purchase of books and library supplies. The parent-teacher association may also provide volunteer services for the initiation and implementation of such a project. As early as possible the parent-teacher association should transfer responsibility for the service to the school board.

Sometimes gifts are offered to the school. The gifts may be projectors, books, record players, tape recorders, or similar tangible items. These gifts are generous expressions of interest and are offered in a spirit of helpfulness. But it should be remembered that public education rests upon a legal and an educational framework, and that gifts of any nature should be of

the quality and type that are most appropriate to further the function of the school. Sometimes local groups volunteer hours of work to maintain the school library. Under the direction of trained professional persons such service can be effectively utilized, but districts should never rely exclusively on the service of untrained persons.

A district policy is needed regarding the acceptance of gifts or volunteer services from any organization to the schools, which will make it easier for parents and other interested persons to understand the nature and the legal aspects of school district responsibility in providing educational services. Specifications are needed to serve as guidelines to lay groups, so that monies or effort are expended only to the best advantage. A district should provide financial support for those items or services which parents would like for their children and not rely upon volunteers for these services. For example, books are often offered without the donors realizing that the content is inappropriate for school use. Also donors may not realize that in many districts and counties the boards of education adopt the printed material used in its schools only after careful evaluation and selection have been made. However, gift books should be welcomed by the school if they meet the criteria for books that are satisfactory for the school library.

The techniques of research and the knowledge demanded by this scientific age require the employment of professionally trained library personnel. Untrained library personnel cannot provide the required services. Children need the resources of a good library and the assistance that can be given them by a trained librarian. It is the responsibility of the governing board of a school district to maintain the quality of library services that are needed and to maintain adequate services to meet the needs of all the pupils.

WHERE DO WE START?

In establishing a school library, thought should be given to personnel, quarters, and equipment. The first need is personnel, and heading the list of personnel is a qualified librarian.

PERSONNEL

The District Librarian. A school district library program should be headed by a certificated librarian regardless of whether the district employs Plan A, Plan B, or some combination of the two plans. (See plans in the article, "Who Starts the Ball Rolling?") The work of the district librarian depends upon the manner in which the program is conducted. If he is the only librarian employed by the district his responsibilities include the provision of library services to each school. If, however, the district employs librarians for the schools the district librarian's responsibility is to supervise the librarians as well as to co-ordinate all library services.

In all situations the district librarian is responsible for the selection, policies, ordering, and central cataloguing and processing of books, so that the library services of a district operate as a unified whole. The district librarian works with other members of the district staff to co-ordinate book evaluation activities and helps curriculum committees to secure the information and library materials they need.

The librarian for a school shares with the district librarian certain responsibilities pertaining to the organization and administration of the library program, the selection of materials appropriate for school use, and informing teachers regarding ways they can make effective use of library services. The school librarian should be informed regarding the elementary school curriculum and know which library materials may be used to best advantage by the teachers. He should also be prepared to

provide reading guidance for pupils and to help them select materials for reading and study which most nearly meet their interests and needs.

Clerical Staff. Adequate clerical assistance is necessary to permit the school librarian to give professional service to teachers and children and to provide the proper processing of books in the central cataloguing department. The amount of clerical help needed depends upon the size of the school or district, the library services provided, and the district's plan for centralized ordering and cataloguing of books. The work of the clerical person is that of typing, filing, shelving books, keeping statistics, taking inventory, repairing books, and other activities involved in processing books.

Pupil Assistants. The pupil assistant is an important part of the library staff. Carefully selected and trained by the librarian, these boys and girls develop skills and techniques in library practice as well as give service. Boys and girls who enthusiastically serve as pupil assistants further the use of all types of library materials and look for guidance from the librarian to produce effective results. A knowledge of the library classification system, familiarity in the use of the card catalogue and the Reader's Guide, and understanding of the general policies of the library will aid the pupil as he enters high school. Such work experience often leads to interest in the selection of librarianship as a career and provides satisfaction in real service to pupils and teachers.

LIBRARY QUARTERS

Making a Plan. Library quarters should be planned cooperatively by the administrators of the school district, the architect, the school librarians, and the district librarian or the state school library consultant. The quarters should be designed according to the type of library program and services to be provided. For example, the Los Angeles City Elementary School District has a policy which provides a long-range plan for estab-

lishing library quarters in all elementary school buildings. The policy on school libraries includes the following statements:

There shall be a standard library in every new school plant.

There shall be a library in the plans for every remodeled school plant.

Established schools shall have a library whenever a full-sized classroom is available which can be remodeled to provide an adequate library program. This classroom must be on the first floor in a permanent building near the administrative offices.

New Buildings. Every plan for a new school plant should provide for a library. The library should be centrally located, preferably in or near the administrative unit, and accessible for pupil and teacher use. The quarters should include a large reading room, work and storage space, a conference room, and may also include space for reviewing audio-visual materials. Detailed recommendations for new library quarters are found in the American Library Association's publication, *Standards for School Libraries*.¹

School districts have planned for school libraries in a variety of ways. The elementary schools in the Long Beach Unified School District have spacious libraries with convenient attached workrooms. The Hillsborough School District varies its library plans according to the size of the enrollment of a school. (See Figure 1.) In 1960, Los Angeles adopted a standard floor plan for all new elementary school buildings.

The Antioch Unified School District has built library quarters in several elementary schools in the last five years. One of these, the John Marsh Elementary School Library, was built in 1958 at a cost of \$53,500. This unit has a floor space of 2,013 square feet. It consists of a reading room and a combination workroom and audio-visual room. This room, which has 640 square feet of floor space, is equipped with a sink, cupboards, files, shelving, screens, projectors, and chairs.

¹ American Library Association, *Standards for School Library Programs*. Chicago: American Library Association, 1960, pp. 91-94.

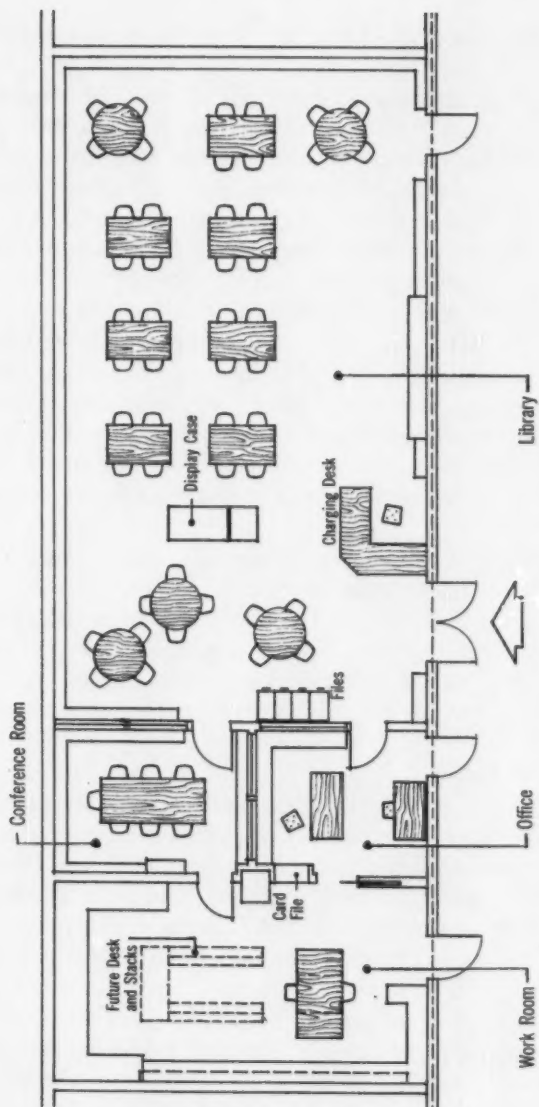


Figure 1

Hillsborough varies its library plans according to the size of school enrollment. Shown here is the library at the Crocker Intermediate School, Hillsborough. (Falk and Booth, Architects and Engineers, San Francisco)

The reading room contains 1,262 square feet. The floor is covered with asphalt tile. The room has special lighting—a luminous ceiling with fluorescent lights above a false ceiling of translucent plastic. The shelving is wood and adjustable. There is a peg board above the shelving and a lighted exhibit case. The room is furnished with a small charging desk, magazine display case, a 25-drawer card catalogue, and tables and chairs. The library contains approximately 6,100 volumes for use in the instructional program and for recreational reading. The library serves a school enrollment of 593 pupils.

Remodeled Classrooms. Schools may acquire library quarters by adding to the school plant or by remodeling classrooms. One or more classrooms in an old building near the administrative unit can be converted into a library. A large, well-lighted room adapts itself to remodeling. The room should seat a full class comfortably and have sufficient space to shelf several thousand books.

In remodeling a classroom, baseboards, chalk trays, old shelves, and cupboards should be removed and the walls should be refinished. In certain cases the cloakroom walls should be removed to secure the area needed. Lighting, flooring, and acoustical ceiling should be installed if they are needed. Principals, librarians, and art supervisors may combine their talents to provide colorful and attractive surroundings conducive to reading enjoyment.

State Aid. All over California, school districts are including libraries in elementary schools whether the construction is financed locally or with state aid. The Arden-Carmichael Union School District, now a part of the new San Juan Unified School District, is one of the districts that has made this provision within the standards that must be met when state aid is received.

The plans of the Sierra Oaks School in this district were selected to suggest possibilities in planning for school libraries with the state space allowance of 55 square feet per pupil for kindergarten through grade six attendance centers. In the

Sierra Oaks School, in use since February, 1960, the library is centrally located and provides a view of the central landscaped court. The plan includes, in addition to 18 classrooms and the library, two kindergartens, administrative offices, and a multipurpose room with a cafeteria and a staff dining room. The library contains approximately 1,200 square feet, not including the workroom which is designed to be used by teachers as well as for library purposes. Since centralized cataloguing and processing was available in the district, provision for this activity was not required in the building. (See Figures 2 and 3)

Building elementary school libraries with state aid financing is entirely feasible. It does require careful planning by the administrative staff of the district in co-operation with the architect and the Bureau of School Planning, State Department of Education, to include all facilities needed for the educational program. As in any school building, the facilities to be provided are determined by the school district. Personnel from the Bureau of School Planning will assist in planning elementary schools that include libraries and can usually help to find the necessary space if the building is designed to serve an enrollment of 600 or more.

State aid may include a special allowance for library furniture and equipment. The books, however, must be purchased with district funds or be secured by the district through a contractual agreement with a county school library service.

The Sierra Oaks School plan is a product of the co-operative efforts of the architect, Arden-Carmichael School District, and the Bureau of School Planning, State Department of Education.

EQUIPMENT

Shelving. Standard shelving is essential to all libraries. Such shelving should be well-built for it cannot be replaced without considerable expense. The initial expense of well-built shelves is outweighed by the advantages of being properly functional, lasting the life of the library, being safe for children to use, and providing a pleasant background for colorful books.



Figure 2

Plans for the Sierra Oaks School in the San Juan Unified School District show the location of the library in relation to the rest of the school plant. Overlooking a landscaped court, it is conveniently near all classrooms. (Cox and Liske, Architects, Sacramento)

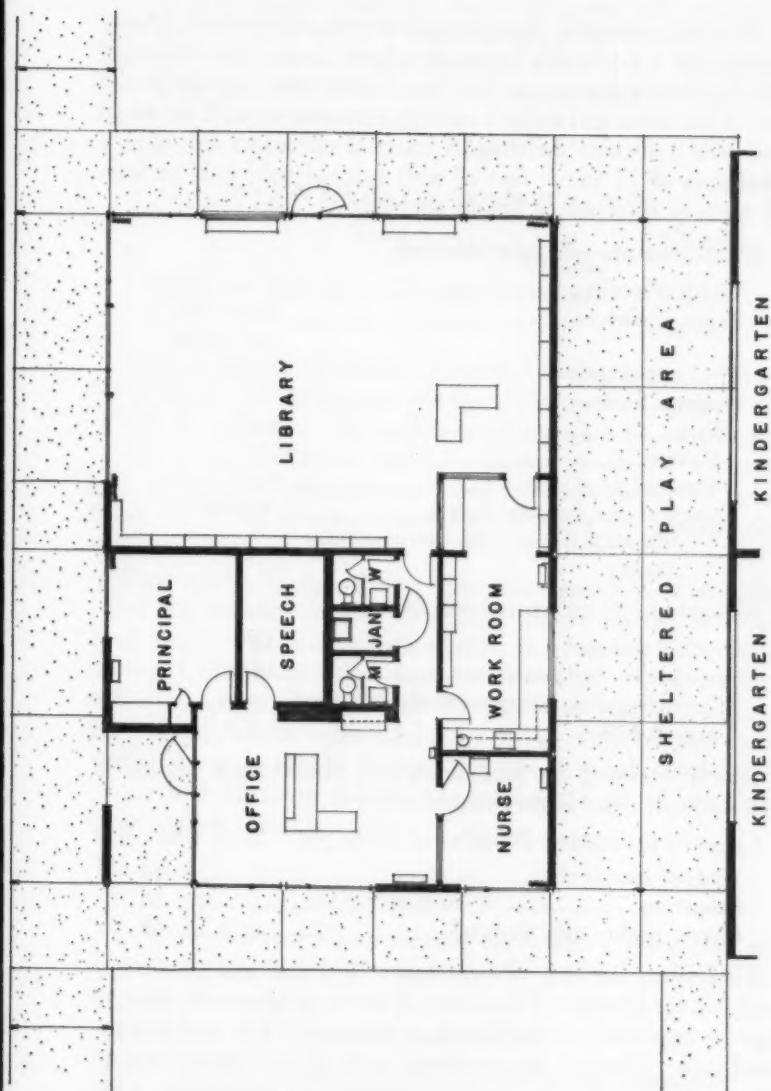


Figure 3

The library and administrative offices at Sierra Oaks School are shown in detail in this plan.
(Cox and Liske, Architects, Sacramento)

Shelving obtained from manufacturers of standard library equipment is preferable for reading room areas. The following specifications are given so that the administrator may gauge the size of the room and make a capacity estimate to see if the room will hold sufficient shelving. A room of classroom size with a minimum of 75 linear feet of wall space should hold at least 25 sections of standard height shelving.

Measurements—Regular shelving

Width of section	3' on centers
Depth of shelves	8-10"; 10-12" (oversized)
Thickness of shelves	3/16"
Height of section	
Base	4-6"
Cornice	2"
Total height of section	5-6"
Space in clear between shelves	10-10½"
(Adjustable feature takes care of oversize books)	

Measurements—Picture-book shelving

Depth of shelves	12"
Space in clear between shelves	14-16"
¼" upright partitions approximately 7-8" apart in each section	

Special shelving for periodicals and phonograph records is also available from library manufacturers.

Capacity estimates—Number of books per 3' shelf when full

Books of average size	30
References	18
Picture books (with dividers)	60

Tables and Chairs. Many types of tables and chairs are available for libraries. This is one of the areas where the budget may be expanded or contracted as necessary. The trend is toward more informal arrangements with 3' x 5' tables and 4' (diameter) round tables to give mobility and informality. Col-

ored formica tops are available, but, if used, one soft, attractive color should be chosen and used throughout the reading room. The size of the room decides the size of the tables. Allowance should be made of 30" per reader in table lengths. Apronless tables are the most functional.

SPECIFICATIONS FOR TABLES AND CHAIRS

Tables			Chairs	
Height	Width	Length	Diameter (round)	Height
25-28"	3'	5'-6'	4	14-17"

Miscellaneous Equipment. The card catalogue cabinet must be standard unit equipment purchased from firms specializing in library furniture. The card catalogue should be constructed to take long, hard wear, and be sectional to allow for expansion. Estimates of capacity are based on one tray per thousand cards. A 15-tray catalogue is adequate when the average elementary library is opened.

Book trucks, filing cabinets, dictionary stands and an atlas stand are essential for the elementary school library. A small book truck, with four swivel wheels, is adequate for a small library. Commercial atlas stands are too high for elementary school children. Some school districts have been developing atlas stands that are more suitable for young children than those available commercially. School districts have also developed charging desks more suitable for elementary school use than those that can be purchased.

CO-OPERATIVE STUDY

In 1950, Contra Costa County launched a three-year co-operative study to set up standards and guides for the school libraries in the county.

The three objectives of the study follow:

1. To set up standards for library service and personnel

2. To specify standards which a school district should attain before withdrawing from county library service
3. To establish a Field Team to assist school districts in improving library service or in organizing centralized district library programs

Altogether 13 school districts requested a study by the Field Team, which was composed of two librarians. The study group in each district was composed of the county Field Team, the district superintendent, principals of schools in the district, school board members, selected teachers, librarians, supervisors, curriculum co-ordinators, and members of parent groups. The number of meetings held in each district varied from six to twelve.

The operation of the study may be clarified by what happened in one district. The superintendent requested a study of the school libraries of the district, since the district wished to withdraw from county library service and to organize its own library program.

The district maintained one high school, one junior high school, and four elementary schools with a total enrollment of 3,200. Library quarters were provided in each building, with book collections of varying sizes. With regard to library personnel, the high school employed a clerk and the junior high school a certificated librarian. In the elementary schools the building administrative assistants had charge of the libraries. For school library service the district budgeted \$3.25 for each unit of average daily attendance in the secondary schools and \$75.00 per teacher in the elementary schools. Six weekly meetings were held. At the conclusion of this six-week period, the framework of the school library program was complete. Its rejection, acceptance, or revision was then the responsibility of the board of education.

At the first meeting, the superintendent outlined the problems involved in a reorganized library program for the district. The Field Team reported to the group on generally accepted standards in personnel, housing, budget, and book collection.

The next two meetings were devoted to a discussion of specific recommendations on library services. By this time, the committee members and the Field Team were experiencing a meeting of minds. The lack of common understanding of library vocabulary and terms was disappearing. Group members were discussing such terms as shelf list cards, Dewey classification, and subject cards.

At the fourth meeting, the members of the school board requested the Field Team to present the facts concerning the following:

1. The advantages and disadvantages of a centralized program with a library director or co-ordinator
2. The advantages and disadvantages of building libraries only
3. The number of librarians and clerks necessary and the approximate cost

A steering committee of a principal, two administrative assistants, a librarian, and a teacher was appointed. The group prepared the outline of a library personnel chart and presented it to the Field Team.

At the final meeting of the study group, the superintendent presented a brief summary of the previous meeting, stating that at this concluding meeting serious consideration would be given to six alternative personnel plans. The final recommendations of the committee to the board of education follow:

1. Withdrawal from the County Library Service
2. Employment of district library personnel
3. Expansion of library services and facilities

The board of education accepted the committee's recommendations and employed a director of libraries, two building librarians, and three clerks. As the enrollment grew, full-time librarians were employed with full-time or part-time clerks in each school. Additional clerical help was provided for the director of libraries. In this district there are now five elementary schools, two junior high schools, and one senior high school.

The total enrollment is 5,600. The schools are served by a library staff of 14, five elementary school librarians, three secondary school librarians, the director of libraries, and five clerks. Budget for books, magazines, bindery, and supplies is \$4.00 per student for secondary school libraries and \$2.85 per pupil in the elementary schools. This development was typical of services rendered by the Field Team working with school districts for the improvement of school library services.

WHAT GOES ON IN THE SCHOOL LIBRARY

A modern educational program requires the use of a greater wealth of informational materials than was needed when the program was based on a textbook. Children today have their intellectual curiosity stimulated to an amazing degree by events in this rapidly changing world. They need information on an ever-increasing number of topics. Teachers need a wide variety of reading materials because of the differences in interest, need, and reading ability found in every classroom.

A central library in each school with convenient tables and chairs in an inviting atmosphere can do much to bring children and books together. A school library makes it possible to cut across grade levels, since there is no such thing as a "third grade book" or a "fifth grade book." If a child's interest in a subject is intense, he will read material which is far beyond the usual material for his grade in school. For instance, a third grade pupil may be able to read a book that is far more advanced than the books thought suitable for third grade use, and he will find such a book for himself on the library shelves. On the other hand, an immature fifth grade child may enjoy a book geared to the interests of an eight-year-old. Indeed, the availability of such a book may encourage in him an interest in reading which might not otherwise develop.

In the elementary school, organized instruction in the use of books and libraries is necessary. This must be reinforced by teaching which is done only as the need arises. It is not sufficient to tell a group how a card catalogue is arranged or what kind of information is contained in a certain book. After each phase of instruction is given, the librarian must be alert for opportunities to emphasize its value. Children learn more through active participation than by merely listening. The child who needs assistance should therefore be given the assistance he

needs and wherever possible provided opportunities to apply what he learns.

A TYPICAL DAY IN THE SCHOOL LIBRARY

The day began as usual. At 8:30 a line of boys and girls waited for the library door to open. They came into the library to return books, check out new ones, finish homework, or to browse through magazines or books. This morning it was not necessary to post the picture of the Mad Hatter saying, "No room! No room!" for some empty chairs were still available. The library helpers performed their usual duties: circulation, checking overdue lists, shelving, processing books. Two sixth grade girls checked a box of new books against the purchase order.

When the bell rang there was an exodus from the library and the librarian began to prepare for the first class she would teach. Pupils in the fourth grade were to have a followup lesson on the card catalogue. The class had previously been introduced to the card catalogue by means of a series of 12 x 20" cards and a visograph (a plastic device which can be written on with crayon and erased). They knew that the numbers on the books were their "addresses" and that the numbers on the cards were to tell where the books "lived." The class had also had practice in finding books on the shelves by using colored catalogue cards made for this purpose and in matching these cards to identical ones in the card catalogue trays.

Today's lesson was to be a review of the three kinds of cards. Sheets of dittoed paper showing two subject cards, two title cards, and an author card were passed to each child and discussed. Terms such as call number, copyright, author, and title were reviewed, and the number of pages was also discussed (to avoid confusion with the call number). The last part of the period was used for free reading and for circulation. Two boys sat at the circulation desk to stamp the date due and check the names and the room numbers on the book cards.

The next period was open for research by small groups. The sixth grade in the next room was studying South America. A group of six needed maps to make mosaics of each country, to be fitted into a larger mosaic of South America. The librarian was able to provide suitable outline maps. The children were a little concerned about the size and needed some guidance concerning the importance of scale. Then they were left to work independently.

The librarian next turned her attention to a group of fifth grade pupils who needed to know "more about Benjamin West than was in the reader, and about some other American painters." Glad that there were three sets of encyclopedias in the library, as well as some good reference books on painters, the librarian started them on their research. She also recommended that they check out *Benjamin West and his Cat Grimalkin*¹ to be shared by the reading group.

At this point the principal entered to see if any information could be found in the library about Arabic language records. Since the librarian was also responsible for the audio-visual materials, her file on foreign languages yielded a catalogue from a firm which carried three albums. The principal borrowed the catalogue, thanked the librarian, and volunteered the information that he was getting the catalogue for his father-in-law.

The morning recess was uneventful except that a child wanted to know if ants really carry parasols. *The World Book Encyclopedia*² was used to verify information that there are ants called umbrella ants which cut pieces from leaves and carry them back to their nests. They appear to be carrying parasols.

During the first 20 minutes of the period following recess the librarian catalogued books without interruption. Then the door burst open and in came Ricky and Tommy with seven-year-old Tommy clutching 26 inches of wiggling snake.

"Oh, Mrs. Blank, do you know the name of our snake?"

¹ Margaret Henry, *Benjamin West and his Cat Grimalkin*. Indianapolis: Bobbs-Merrill Co., 1947.

² *World Book Encyclopedia*. Chicago: Field Enterprises, 1960.

Mrs. Blank reached for Pickwell's *Amphibians and Reptiles of the Pacific States*,³ while the snake crawled over the table, barely under control of Tommy's grimy little fist. First the picture, then the identification key, and then picture again, and "our snake" emerged no longer nameless but with the impressive title of *Thamnophis sirtalis infernalis* (Pacific Garter Snake).

A fifth grade class was scheduled for the last 40 minutes before noon. Instruction in the use of *The World Book Encyclopedia*⁴ was given through the use of a reprint of an article on *Animals*. Emphasis was given to guide words, boldface type, skimming, pictures and captions, diagrams and graphs to show how they all help to locate information. To illustrate the fact that the book may not use the exact words that the teacher uses in an assignment, the librarian told of a fifth grade girl who was looking for "the work of the women in pioneer days" and insisted there was nothing at all about it in the article on *Pioneers*. Actually, there were seven paragraphs dealing with the subject. The librarian read the headings of paragraphs in the article to the group and asked them to raise their hands whenever something concerning women's work was mentioned. They became alert to such words as "cooking along the way," "food," and "grinding corn." To ensure that the class had the point, she closed the lesson with this assignment: "Skim through this article, using the boldface type until you come to a paragraph that tells how animals are used as medicine." The paragraph they were looking for was titled "Drugs from Animals." The children enjoyed the challenge.

During the half hour that the library was open at noon, the librarian had several opportunities to reinforce previous instruction. It was her belief that she should never supply the answer to a question if the information could be obtained from the card catalogue or from a book previously introduced. Pupils were referred to the card catalogue for answers to questions such as the following:

³ Gayle Pickwell, *Amphibians and Reptiles of the Pacific States*. Stanford: Stanford University Press, 1947.

⁴ *World Book Encyclopedia*, op.cit.

"Where will I find *Codes and Ciphers*?"

"Do we have a book about magnets?"

"Who wrote *Miss Pickerell Goes to Mars*?"

Questions involving specific books to which the librarian referred were of this nature:

"Who won the Kentucky Derby in 1950?" (Almanac)

"What is the state flower of Virginia?" (Encyclopedia)

The first period after lunch had been reserved by arrangement for primary classes to visit the library. This particular day was an important one for the second grade. For the first time they were to select their own books and could take them home. Previously, the teacher had selected the classroom collection and the books were read in the room only.

The librarian had prepared slips the same size as the book cards so that the pupils could practice writing their names in the small space available. After a brief talk on the care of books, the pupils were shown where the easy books were kept. Each child was permitted to stamp the date due in his book and on the card, supervised by the teacher and the librarian. It was obvious that this activity was even more exciting than the prospect of taking books home.

The third grade, which came in next, was given a second lesson in alphabetizing. The librarian used a pocket chart such as primary teachers have, and groups of primer cards to be rearranged in alphabetical order. Each group of five began with the same letter, and the problem was to get the second letters in the correct order. Each child was given an opportunity to place a card in the pocket chart. The children's interest remained high throughout the lesson. This class had been having regular library periods and understood how to check books out with a minimum of confusion.

For the sixth grade that followed, the librarian helped the pupils to find information they needed but gave no formal instruction. The teacher had asked that the pupils be permitted to check their science reports for errors and to complete the

illustrations. The research for the reports had been done previously in the library. They ranged from a fairly simple one on magnets to a 20-page, profusely illustrated report on roots.

No library classes were scheduled for the last period in the day. During this period four pupils came to get a biography of a musician that the music teacher had suggested as one they might enjoy reading. Some fifth grade pupils worked on reports on different states. A child came in to get a book "about things that boil over." The librarian hesitated a moment and then showed him where the books on science experiments were kept. During the period she catalogued four books while her patrons were working independently.

It was obvious that teachers in this school knew how to make the library truly an extension of the classroom. The library was neat and orderly, and the card catalogue was adequate, but it was also obvious that the librarian believed that people are more important than materials, and that it is better to arouse children's interests in a variety of subjects than to maintain neat shelves or an extensive catalogue.

A TEACHER SPEAKS ABOUT EFFECTIVE USE OF THE LIBRARY⁵

A primary use of the library is in connection with the reading program. Interest aroused in reading is carried through to the library period and extended through discussions and reports to the class on the stories read. Many children have been motivated through hearing a vivid account from a pupil who is excited by the find he has made in a book of his own choosing. Interest may be instilled through the making of colorful book jackets to illustrate oral reports, providing attractive classroom displays, and by recording stories based upon books read. Charades using book titles, or role playing, such as the enactment of an important character in a book may also be good interest builders.

A successful social studies unit requires the use of numerous reference books and research materials such as are found in the library. The teacher informs the children beforehand of the

⁵ Gordon V. Herrman, Alvin Avenue School, Santa Monica.

titles available that will assist them in their work and from which reports may be made. This preparation preceding each library period contributes to the success of the program. The librarian aids the teacher by furnishing book jackets for displays, short reviews, and bulletins. Resource materials are at hand, and in addition, the teachers take the opportunity at the end of the school day to use the central library.

Science projects are bolstered with topic booklets and illustrative materials which the groups obtain from the library. In addition to a science text, the child finds a great many books on various aspects of the subject. Once the groups have their research under way, instructions to use the facilities are seldom needed. A recent weather forecasting project involving committees using materials from the school library was given publicity in the local newspaper. The pupils had forecast rain after a three-month dry spell and within 40 minutes there was a 30-second shower, the only rain to fall in a week of threatening skies!

The music program is enriched by books about composers, great musicians, and the instruments which add color and provide inspiration to the budding player, composer, or music lover. Reading on these subjects often lifts music out of the category of the out-of-the-ordinary experience and builds a sense of everyday enjoyment.

From the library also come sources of inspiration for creative writing, which flourishes when worth-while examples are provided. To list all the references made to the library and its available resources throughout the school day would be a difficult task. The early reluctance of the child to use the public library is overcome by successful use of the facilities in school, where the ability to understand and utilize the resources has been developed. Recreational reading habits should be built while children are in the elementary grades. A well-equipped school library, with an understanding and efficient librarian, will do much toward building this important facet of learning and leisure.

Separate library units should be built into every new school. The library should be a combined source of books and an on-the-spot study center with globes, maps, and audio-visual equipment. As an ultimate in total utilization, parents with their children may turn to the school library in the evening hours, sharing with them their reading enjoyment and the opportunities for continuing research.

Where administration is enlightened to the effectiveness of the school library in providing for the needs of the children, it has made available the necessary facilities, supplies, and trained personnel. Future improvements will depend upon finances made available for school use and public acceptance of the vital role played by the school library. Now more than ever we need the full enrichment that libraries can provide to meet individual needs, to enrich daily living, and to stimulate eager minds to be ready to accept the changes the future will bring.

HOW ARE WE DOING?

School board members, administrators, teachers, and community leaders have long recognized that the achievement of the objectives of a good school program requires the resources and services of a library which provides the basic tools needed for effective teaching and learning. All citizens have a responsibility to support school library programs to ensure their utmost effectiveness.

This year the American Library Association published *Standards for School Library Programs*.¹ It was produced by the American Association of School Librarians in co-operation with many educational groups, including the American Association of School Administrators, Association for Childhood Education International, Association for Supervision and Curriculum Development, Department of Elementary School Principals, and Department of Audio-Visual Instruction. These are the first nationally published standards since *School Libraries for Today and Tomorrow*² was published by the American Library Association in 1945.

The original publication reports the following:

The statements of school library principles and purposes like those of educational objectives have changed and will continue to change to be in full harmony with the concepts of education which are current.³

Since educational objectives have changed in the past 15 years it became imperative that a new set of standards be developed for school libraries. *Standards for School Library Programs* is not intended to be a handbook covering all phases of school

¹ American Association of School Librarians, *Standards for School Library Programs*. Chicago: American Library Association, 1960.

² American Library Association, Committee on Post-war Planning, *School Libraries for Today and Tomorrow*. Chicago: American Library Association, 1945.

³ *Ibid.*, p. 8.

library services. The 1960 *Standards for School Library Programs* reports the following:

. . . the basic requirements for truly functional school library programs are stated in the form of qualitative and quantitative standards . . . These standards are designed to serve as guides in appraising existing situations and in formulating immediate or long-range plans for library programs in the schools.⁴

They will help a school to provide in sufficient abundance and variety the many resources needed for teaching and learning and will help the school make these materials easily accessible in the school and in the home. The standards will give assistance to the school in supporting the following:

. . . a well-planned school library program that provides for the careful evaluation and selection of materials, for the efficient organization of materials and for the guidance and assistance desired by faculty members and students in selecting and using these materials.⁵

The general objectives of school library service are the same for all schools and are in harmony with the general objectives of education which they serve. They apply to both elementary and secondary schools, to small schools, as well as large, and to rural and urban schools. The standards have been developed in the belief that school libraries are instructional materials centers rather than book collections in isolation from other materials. Standards are set forth as follows:

The standards consist of three main types: (1) principles of policy and practice that make the library program an educational force in the school; (2) principles of administration and organization that make the school library an efficient tool; and (3) specifications for the staff, materials, collection, funds, quarters and equipment that are required for the successful translation of principles into action.⁶

⁴ American Association of School Librarians, *Standards for School Library Programs*, op. cit., p. 6.

⁵ *Ibid.*, p. 23.

⁶ American Association of School Librarians, op. cit., pp. 6-7.

The quantitative standards are not meant to be minimum, nor are they maximum. "Good" in these standards is interpreted as average, and it is assumed that communities want better than average for their schools. These quantitative standards set up recommendations for staffing, housing, and providing materials for the school library. The standards are based on the following general principles. The school library program reflects the philosophy of the school; it means service and activity throughout the school rather than merely within the walls of the library; it provides a program according to the individual needs of each child; it provides for many kinds of interests for all levels of maturity; it contributes to the growth and development of youth in independent thinking; and it serves as a beginning for the lifetime habit of seeking knowledge through library usage.

Since school library service is an essential part of the school program, it is basically the responsibility of the governing board of the school district. The new standards, therefore, point out the responsibility of school boards, the state, the chief state school officer, the school system, the district superintendent of schools, and the school principal in developing school library programs. One section is devoted to the responsibility of school library supervisors at both state and local levels. Principles and procedures for developing a library program in a new school are included with specific recommendations for size and qualifications of staff, housing, and acquisition of the materials collection. The administrator seeking guidelines for developing the library in a new school will find suggestions to aid him.

One of the most valuable uses of the standards is in evaluating established library programs. The school administrator can work with his school librarian and staff in evaluating an individual program. Comparing it to the standards for a school of comparable size and enrollment will help establish guidelines for future action. Since these standards are based on real situations even existing programs considered to be good warrant evaluation.

Any district wishing to develop a new library program or to evaluate an existing program may obtain a discussion guide for the standards prepared by Mrs. Mary Peacock Douglas.⁷ This guide, available from the American Library Association, gives specific help to anyone discussing the standards with a group. A school administrator may use it to present the standards to the governing board of the school district, to a community group which is interested in the development of a school library, or to the faculty of a school to help them understand the library program. This guide does not quote directly from the standards but is to be used with the standards as an aid to bring out points which should be discussed fully.

How will the new standards for school libraries improve the library program? First they will improve the instructional program. By enriching the reading program, it is possible for a school to provide a broader, more comprehensive experience such as self-selection in reading at the elementary level. By providing a rich variety of materials, a good school library supports other areas of the curriculum, such as science, mathematics, fine arts, and the social studies.

Secondly, standards will help the school to provide a more effective program for developing library and research skills. Use of the standards enables the library to provide adequate resources in all areas, including current resources such as a desirable number of periodicals for reference and for teaching research skills. Adequate budget, which is stressed in the standards, enables the library to purchase the reference books needed and up-to-date materials of all types.

The standards show the importance of having adequate personnel to interpret the wealth of available materials to pupils and teachers and to see that pertinent materials of all kinds are available when needed.

The library has a real contribution to make outside the instructional program. The new standards will be of assistance by

⁷ American Association of School Librarians, Committee for Implementation of Standards, *A Discussion Guide for Use with Standards for School Library Programs*. Chicago: American Library Association, 1960.

providing guidance in the fields of reading, listening and viewing, in personal, social, and vocational guidance. A good library program creates a laboratory for democratic living. One of the crucial characteristics of the democratic way of life is the solving of problems through use of pertinent materials rather than acceptance of ready-made answers. Libraries make this possible by providing (1) diversified collections of materials; and (2) professional guidance.

Proper use of these standards will help the school to provide facilities so that children can do the following:

. . . extend the boundaries of their knowledge and experience; pursue self-directed learning of all kinds; explore and satisfy their many curiosities and interests; find enjoyment in the rich stores of the imaginative expressions of creative artists; . . . establish intellectual habits that last for life.⁸

The standards can help the school to provide facilities that teachers and counselors need to do the following:

. . . motivate students to use materials for curricular and noncurricular purposes; have the materials needed in counseling students in many aspects of guidance work; keep abreast with the best ideas and practices in education; use materials to broaden their own knowledge and to derive personal enjoyment.⁹ The extent to which many children . . . will be creative, informed, knowledgeable and . . . wise will be shaped by the boundaries of the content of the library resources available within their schools.¹⁰

⁸ American Association of School Librarians, Committee for Implementation of Standards, *A Discussion Guide for Use with Standards for School Library Programs*, op. cit., p. 22.

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